DOCUMENT RESUME

ED 030 725 VT 008 593

By-Uthe, Elaine; Schroeder, Betty

The Status of Cooperative Office Education Programs in Michigan, 1967-1968.

Michigan State Univ., East Lansing. Dept. of Secondary Education.
Pub Date Apr 69
Note-36p.
EDRS Price MF-$0.25 HC-$1.90
Descriptors-*Cooperative Education, *Instructor Coordinators, *Office Occupations Education, *Program Descriptions, School Surveys, *State Surveys, Student Enrollment, Teacher Characteristics, Teaching Conditions, Work Experience
Identifiers-*Michigan

A questionnaire designed to determine the status of selected elements of cooperative office education programs was sent to 178 high school teacher coordinators of cooperative office education in Michigan. Results are reported in tabular form. Cooperative office education programs were most prevalent in cities with populations of 10-50,000. The typical teacher coordinator had a masters degree, was between 31 and 40 years of age, earned from $9,000 to $9,999, belonged to a number of professional organizations, had 1 to 5 years teaching experience and had had work experience in the area of filing, office machines and general office occupations. Seventy percent of the coordinators also taught the related instruction class; 33 percent of the coordinators taught two other classes in addition to their duties as a teacher coordinator. In order to maximize the contributions supported by the Vocational Education Act of 1968, the study recommended that clear cut distinctions be outlined for the cooperative and work study programs. It was recommended that realistic experiences with theoretical bases be provided for potential teacher coordinators, and that they be encouraged to attend regional meetings of coordinators. (FP)

EDO 30725

JUN 4 1969

RESEARCH & DEVELOPMENT PROGRAM
In Vocational-Technical Education

The Status of Cooperative Office Education Programs In Michigan 1967 - 1968

By

Dr. Elaine Uthe, Assistant Professor
Business and Office Education

and

Miss Betty Schroeder, Graduate Assistant
Business and Office Education

Michigan State University
April 1969

593

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

RESEARCH & DEVELOPMENT PROGRAM
In Vocational-Technical Education

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

THE STATUS OF COOPERATIVE OFFICE EDUCATION PROGRAMS IN MICHIGAN, 1967-1968

By

Dr. Elaine Uthe, Assistant Professor
Business and Office Education

and

Miss Betty Schroeder, Graduate Assistant
Business and Office Education

Department of Secondary Education and Curriculum
College of Education
Michigan State University
East Lansing,
April, 1969

TABLE OF CONTENTS

		Page
I.	INTRODUCTION	1
	Purpose of Study	1
	Procedures	2
II.	ANALYSIS OF DATA	3
	Descriptive Data About the Cooperative Office Education Programs and the Business Department	3
	Location by Size of City	3
	Location by Class of School	3
	Combinations of Cooperative Office Education and Other Occupational Areas	4
	Other Cooperative Programs in the School	5
	Number of Teachers in Business Department	5
	Analysis of Subjects Taught by Business Departments	6
	Teacher-Coordinator for the Cooperative Office Education Program	9
	Educational Background	9
	Age and Salary	12
	Certification	12
	Membership in Professional Organizations	14
	Classroom Teaching Experience	14
	Experience as a Teacher-Coordinator	16
	Office Work Experience	16
	Other Duties	18
	Student-Learner in the Cooperative Office Education Program	18
	Number of Student-Learners Enrolled in 1967-1968	18
	Prerequisites for Enrollment in the Cooperative Office Education Program	18
	Enrollment of Cooperative Office Education Student-Learners in Other Business Courses	19
	Coordination Time Allotted for the Cooperative Office Education Teacher-Coordinator	21
	Related Instruction for the Cooperative Office Education Program	21
	Teacher for the Related Instruction	21
	Additional Classes Assigned to Teacher-Coordinator	22
	Equipment and Facilities for the Related Instruction	23
	Advisory Committee for the Cooperative Office Education Program	23

TABLE OF CONTENTS (Continued)

		Page
	Employer-Employee Activities Sponsored by the Cooperative Office Education Programs	23
	Youth Organization for the Cooperative Office Education Program	23
	Special Problems of the Beginning Teacher-Coordinator in the Cooperative Office Education Program	25
III.	SUMMARY AND RECOMMENDATIONS	28
	Summary and Conclusions	28
	Cooperative Office Education Program	28
	Teacher-Coordinator	28
	Student-Learner Enrollment	29
	Advisory Committee	29
	Youth Organizations	29
	Possible Problem Areas for Beginning Teacher-Coordinators	29
	Recommendations	29

LIST OF TABLES

TABLE		PAGE
1	Number and Percentage of Cooperative Office Education Programs by Population of City.	3
2	Distribution of Cooperative Office Education Programs by Class of School	4
3	Number and Percentage of Separate Cooperative Office Education Programs and Combinations with Other Occupational Areas.	4
4	Number and Percentage of Michigan High Schools With Cooperative Office Education Programs and Cooperative Programs in Other Occupational Areas.	5
5	Number and Percentage of Business Departments by Number of Teachers.	6
6	Business Courses Offered by Schools and First Opportunity for Enrollment by Grade Level	
	Part I: Skill Subjects	7
	Part II: Other Business Subjects.	8
7	Number and Percentage of Office Education Coordinators Earning Baccalaureate Degrees by Institutions	10
8	Number and Percentage of Office Education Coordinators Earning Master's Degrees by Institution	11
9	Teaching Certification Held by Office Education Coordinators in Michigan High Schools	12
10	Number and Percentage of Responses by Age and Salary for Office Education Coordinators in Michigan High Schools.	13
11	Number and Percentage of Teacher-Coordinators by Years of Previous Classroom Teaching Experience	14
12	Rank Order of Office Education Teacher-Coordinators Membership in Professional Organizations.	15
13	Number and Percentage of Teacher-Coordinators by Years of Teacher-Coordinator Experience	16
14	Number and Percentage of Office Coordinators in Michigan High Schools by Approximate Hours of Office Work Experience and Occupational Category.	17
15	Number and Percentage of Office Education Coordinators by Year of Last Work Experience	18
16	Number and Percentage of Responses by Responsibilities for Cooperative Programs and Other Duties	19

LIST OF TABLES (Continued)

TABLE		PAGE
17	Rank Order of Prerequisites for Enrollment or Selection of Student-Learners	20
18	Business Education Courses in Which Cooperative Office Students May Also Enroll	20
19	Number of Hours of Coordination Time A Week Allotted To Cooperative Office Teacher-Coordinators in Michigan High Schools.	21
20	Number and Percentage of Respondents Teaching Related Instruction Class in Addition to Coordination	22
21	Number and Percentage of Cooperative Office Education Teacher-Coordinators by Number of Additional Classes Taught.	22
22	Equipment Available in Classrooms for Use by Related Cooperative Classes in Michigan High Schools.	24
23	Frequency of Advisory Committee Meetings for Cooperative Office Education Programs	25
24	Rank Order of Possible Problem Areas by Categories for Beginning Cooperative Office Education Teacher-Coordinators Receiving at Least Ten Responses	26

I. INTRODUCTION

The cooperative method is one type of instructional process used in vocational education to aid the student-learner in bridging the gap between school and the work world. In the cooperative method of instruction the student-learner has both the opportunity to receive related vocational instruction through the classroom learning situation and the opportunity to apply such learning at the same time on the job. The close correlation between in-school learning experiences and the on-the-job application greatly facilitates the change from a full-time student to a full-time worker.

The cooperative office education programs in Michigan are enrolling increasing numbers of high school students. These students are entitled to the best quality occupational learning experience that can be efficiently, effectively, and economically provided.

A high-quality cooperative program involves the following thirteen commonly recognized elements:

Related instruction in school in both basic and specific areas
Selected training stations
Student-learner with a career objective
Preparatory curriculum
Step-by-step training plan
Adequate on-the-job supervision
Qualified teacher-coordinator
Adequate coordination time
Suitable classroom facilities and instructional methods
Well-defined school policies regarding the program
Well-organized program records
Use of an advisory committee
Youth club program[1]

Controversy exists about the relative importance of (the quality of and/or quantity of) each of these thirteen elements in order to achieve and maintain *excellence* in the cooperative office education program.

Purpose of the Study

This study will determine the status of the cooperative office education programs in Michigan on selected elements involved in the cooperative method. The results may be used by teacher-coordinators in comparing their programs

---

[1] Haines, Peter G. and Ralph E. Mason, Cooperative Occupational Education and Work Experience in the Curriculum. Danville, Illinois: Interstate Printers and Publishers, Inc., 1965, pp. 93-96.

with others in the state, by teacher-educators in identifying major problem areas in order to prepare teacher-coordinators more adequately, and by state department consultants in detecting trends and needs in the cooperative office education area.

Procedures

A questionnaire was mailed to 246 high school teacher-coordinators of vocationally-reimbursed cooperative office education programs in Michigan in December 1967. Seventy-one percent of the questionnaires were returned.

A total of 178 high school cooperative office education programs were represented in the survey, as ten coordinators were responsible for programs in more than one school.

II. ANALYSIS OF DATA

Descriptive Data About the Cooperative Office Education Programs and the Business Department

Location by Size of City. Seventeen of the 178 cooperative office education programs were in cities with a population of under 5,000 and 18 were in cities with over 500,000 population (Table 1). The majority of the cooperative office education programs were in cities that were from 5,000 to 200,000 in population. The largest number of programs in one range was in the 10,000 to 50,000 category.

TABLE I

NUMBER AND PERCENTAGE OF COOPERATIVE OFFICE EDUCATION PROGRAMS BY POPULATION OF CITY

Population of City	Number of Responses	Percentage of Response
Under 5,000	17	9.6
5,001-10,000	23	12.9
10,001-50,000	46	25.8
50,001-100,000	29	16.3
100,001-200,000	27	15.2
200,001-500,000	5	2.8
Over 500,000	18	10.1
No answer	13	7.3
Totals	178	100.0

Location by Class of School. The distribution of cooperative office education programs by class of school is shown in Table 2. The majority of the programs, 108 or 60.7 percent, were in Class A schools, with 53 or 29.8 percent in the Class B schools. Less than 10 percent of the programs were in the Class C and D schools.

TABLE 2

DISTRIBUTION OF COOPERATIVE OFFICE EDUCATION PROGRAMS BY CLASS OF SCHOOL

Class of School Letter	Class of School No. of Students	Number of Programs	Percentage of Total
A	1,200 or above	108	60.7
B	550-1,199	53	29.8
C	300-549	6	3.4
D	Less than 300	2	1.1
No Answer		9	5.0
Totals		178	100.0

Combinations of Cooperative Office Education and Other Occupational Areas. Of the 178 cooperative office education programs, 100 or 56.2 percent were designed for only office occupations student-learners. Table 3 shows the variety of ways in which 53 other programs involved cooperative office education programs with other occupational interest areas. Incomplete answers were given by 25 teacher-coordinators.

TABLE 3

NUMBER AND PERCENTAGE OF SEPARATE COOPERATIVE OFFICE EDUCATION PROGRAMS AND COMBINATIONS WITH OTHER OCCUPATIONAL AREAS

Type of Cooperative Program by Occupational Interest Area	Number of Responses	Percentage of Total
Cooperative Office Education Only	100	56.2
Combination of Office and Other Areas:		
Business and Distributive Education	33	18.5
Distributive Education and Trade and Industrial Education	6	3.3
General Education	5	2.8
Other Cooperative Programs	3	1.7
Non-cooperative Students	2	1.1
Agriculture Education and Trade and Industrial Education	1	.6
Diversified Cooperative Program	1	.6
Senior Intensified Program	1	.6
Placement	1	.6
Incomplete Answers	25	14.0
Totals	178	100.0

Other Cooperative Programs in the School. The schools with cooperative office education programs also had cooperative programs in other occupational areas that were *not* offered *in combination* with the office occupations program. Of the 178 schools, 158 or 88.8 percent had separate programs in distributive education; 137 or 77 percent, trade and industrial programs; 37 or 20.8 percent, health education programs; 28 or 15.7 percent, home economics programs; and 7 or 3.9 percent, cooperative agriculture education programs (Table 4).

TABLE 4

NUMBER AND PERCENTAGE OF MICHIGAN HIGH SCHOOLS WITH COOPERATIVE OFFICE EDUCATION PROGRAMS AND COOPERATIVE PROGRAMS IN OTHER OCCUPATIONAL AREAS

Type of Cooperative Program by Occupational Area	Number of Programs	Percentage of 178 Schools
Distributive Education	158	88.8
Trade and Industrial Education	137	77.0
Health Education	37	20.8
Home Economics Education	28	15.7
Agriculture Education	7	3.9

Five schools offered cooperative programs of a special nature in such areas as medical, dental, and veterinarian assistants; child care; diversified occupations; foods; quantity cooking; nurses' aids; graphic arts; hairdressing and cosmetology; teachers' aides, auto mechanics; and printing.

Number of Teachers in Business Department. The business departments in which the 178 cooperative office education programs occurred varied in size from one to twenty-eight teachers (Table 5). The departments with one to five teachers occurred most often, with 79 programs or 44.4 percent of the responses. The vast majority of the business departments, 163 or 91.6 percent, had fifteen or fewer teachers.

TABLE 5

NUMBER AND PERCENTAGE OF BUSINESS DEPARTMENTS BY NUMBER OF TEACHERS

Number of Teachers	Number of Responses	Percentage of Responses
1-5	79	44.4
6-10	57	32.0
11-15	27	15.2
16-20	3	1.7
21-25	5	2.8
26-30	1	.6
No Answer	6	3.3
	178	100.0

Analysis of Subjects Taught by Business Departments. Table 6 provides a list of the courses offered by the business departments of the 178 programs. The table indicates the student's *first opportunity for enrollment* in the course as well as the maximum number of semesters for each course.

A related class for cooperative office education student-learners was offered in 92 programs in Grade 12, in 31 programs in Grade 11, and in 2 programs in Grade 10. The majority of the related classes and the on-the-job cooperative programs in office education were two semesters in length.

There is a question about the accuracy of the responses about the on-the-job experience as only 157 of the 178 programs responded that it was offered. There was some variation in the number of semesters of on-the-job experience available, as one school offered only one semester, 126 offered 2 semesters, 3 schools offered 3 semesters, and 44 schools offered 4 semesters. The majority of the programs, 106, were offered at the senior level and only 48 at the junior level.

The first opportunity for enrollment in Bookkeeping I and II (Semesters 1 and 2) was usually for students in Grades 10 and 11, while Bookkeeping III and IV (Semesters 3 and 4) was usually offered for students in Grades 11 and 12. Shorthand I and II (Semesters 1 and 2) were first offered in Grade 11, and Shorthand III and IV (Semesters 3 and 4) were offered in Grade 12 in the

TABLE 6

BUSINESS COURSES OFFERED BY SCHOOLS AND FIRST OPPORTUNITY FOR ENROLLMENT BY GRADE LEVEL

PART I: SKILL SUBJECTS

		First Opportunity for Enrollment By Grade Level			
		9	10	11	12
Bookkeeping I	(Semester 1)	10	96	61	4
Bookkeeping II	(Semester 2)	7	77	70	7
Bookkeeping III	(Semester 3)		7	47	22
Bookkeeping IV	(Semester 4)		7	39	26
Shorthand I	(Semester 1)	2	36	131	1
Shorthand II	(Semester 2)		30	128	7
Shorthand III	(Semester 3)		1	27	113
Shorthand IV	(Semester 4)			25	114
Typewriting I	(Semester 1)	52	110	10	
Typewriting II	(Semester 2)	35	110	23	
Typewriting III	(Semester 3)		30	106	12
Typewriting IV	(Semester 4)		26	100	17

Note: The above subjects are listed by semesters rather than years; therefore, Bookkeeping I is the first semester of bookkeeping; and Bookkeeping II is the second semester of bookkeeping.

TABLE 6

PART II: OTHER BUSINESS SUBJECTS

Course Title	First Opportunity for Enrollment by Grade Level				Length of Course By Number of Semesters*			
	9	10	11	12	1	2	3	4
General Business	102	20	2		27	76		
Business Law	2	18	57	46	92	9		
Consumer Economics	3	12	19	35	48	9		
Economics		4	28	71	68	12		
Retailing		28	81	26	29	80		
Salesmanship		15	47	8	37	21		
Record-Keeping		41	13	3	18	30		
Business Correspondence			2		2			
Business English		2	5	9	9	4		
Business Mathematics	1	13	6		10	7		
Personal Typewriting	43	44	13	14	88	9		
Notehand	2	14	19	23	42	6		
Transcription		3	21	83	21	66		
Clerical Office Practice		4	40	99	21	96		
Stenographic Office Practice		1	12	62	11	46		
Business Machines		1	5	12	8	10		
Data Processing			1	2		2		
Model Office			1	2	3			
Related Class for Office Cooperative Program	2	31	92	18	84			
Cooperative Office Program (On-the-Job)	3	48	106	1	126	3	44	
Distributive Education Preparatory Class	8	74	23	11	70	1		
Distributive Education Cooperative Program (On-the-Job)		45	97		114	3	4	
Related Class for Distributive Education Cooperative Program	1	34	80	3	90	1	2	

* Because of incomplete answers received, the total number of courses (columns 9, 10, 11, 12) and total number of courses by semesters (columns 1, 2, 3, 4) are not equal.

majority of programs. The first opportunity for enrollment in Typewriting I and II (Semesters 1 and 2) was offered at Grades 9 and 10, while Typewriting III and IV (Semesters 3 and 4) was usually a Grade 11 course.

Some of the business education courses were only one semester in length; these included business law, consumer economics, economics, personal typing, and notehand. The courses considered two-semester courses in the majority of programs were general business, retailing, transcription, clerical office practice, stenographic office practice, related class for office co-op program, cooperative office program (on-the-job), distributive education preparatory class, distributive education cooperative program (on-the-job), and related class for distributive education cooperative program.

Additional course titles listed on the questionnaire by the office education coordinators included communication office practice, filing, secretarial procedures, business communication, occupational economics, marketing, job preparation, business organization and management, business behavior, introduction to business, personal finance, work experience programs for youths with special needs, and initial data processing course. Insufficient information relative to initial enrollment and length of course made it necessary to omit these courses from Table 6.

Teacher-Coordinator for the Cooperative Office Education Program

Educational Background. Table 7 shows that 128 cooperative office education teacher-coordinators (76.2 percent of the responses) received baccalaureate degrees from Michigan colleges and universities, with the largest numbers graduating from Western Michigan University (29), Michigan State University (21), and Ferris State College (18). The median year of graduation was 1958; therefore, half of the office occupations teacher-coordinators received baccalaureate degrees within the last ten years. Sixty-two teacher-coordinators have completed the baccalaureate degree only.

Forty cooperative office education teacher-coordinators (23.8 percent) received baccalaureate degrees from out-of-state colleges and universities.

Table 8 shows that 91 teacher-coordinators hold master's degrees and that 86 of the degrees were earned at Michigan colleges and universities. The majority of the teacher-coordinators have been prepared at the University of Michigan (28), Wayne State University (21), and Michigan State University (18).

TABLE 7

NUMBER AND PERCENTAGE OF OFFICE EDUCATION COORDINATORS
EARNING BACCALAUREATE DEGREES BY INSTITUTIONS

Institution	Year Degree Was Awarded																				
	1967	1966	1965	1964	1963	1962	1961	1960	1959	1958	1957	1956	1955	1954	1953	1952	1951	1950	Other	Total	%
Alma College								1			1									2	1.2
Central Michigan University		1		3		1		2				1		1	1			1	4	15	8.9
Detroit, University of						1	1				1									3	1.8
Eastern Michigan University				1			3		2	1				1					1	9	5.4
Ferris State College	1	1			1	1			2	2	2					1		2	5	18	10.7
Hope College																			1	1	.6
Marygrove College													1						1	2	1.2
Michigan State University		1		6			2	2	3	1		1			1	1		2	1	21	12.5
Michigan, University of	1		1	1							1	1						1	2	8	4.8
Northern Michigan University					1						1		1						2	5	3.0
Wayne State University	1	1	4		2					1	2				1		1	1	1	15	8.9
Western Michigan University	1	4	1	2	1		1		1	2			2	2		1		4	7	29	17.2
Out-of-State Institutions	1	1		3		1	1	1	2	1	1	1	1	1	1	1		2	21	40	23.8
Total	5	9	6	16	5	4	8	6	10	8	9	4	5	5	4	4	1	13	46	168	100.0

TABLE 8

NUMBER AND PERCENTAGE OF OFFICE EDUCATION COORDINATORS
EARNING MASTER'S DEGREES BY INSTITUTION

Institution	Year Degree Was Awarded																				
	1967	1966	1965	1964	1963	1962	1961	1960	1959	1958	1957	1956	1955	1954	1953	1952	1951	1950	Other	Total	%
Central Michigan University				1		1		1												3	3.3
Detroit, University of											1									1	1.1
Eastern Michigan University	2			1																3	3.3
Michigan State University	3		3	1	1		2	1	1	2	1	1	1						1	18	19.8
Michigan, University of	1	2	3	1	3	2		2		3	1	1	1	2	1	1			4	28	30.8
Northern Michigan University			1				1													2	2.2
Wayne State University	3		2	1	1	1	1	3		1	1		1			1		2	3	21	23.0
Western Michigan University		1	2		1				2				3		1					10	11.0
Out-of-State Institutions						1									1	1			2	5	5.5
Total	9	3	11	5	6	5	4	7	3	6	4	2	6	2	3	3		2	10	91	100.0

The median year for the awarding of the master's degree to the 86 in-state graduates was 1960. Therefore, the majority of the teacher-coordinators received their master's degrees within the last eight years.

Nine coordinators received both the baccalaureate and the master's degree from Michigan State University, and nine coordinators received the baccalaureate degree from other colleges and universities but earned the master's degree from Michigan State University. A total of 59 teacher-coordinators changed universities between the baccalaureate and master's degrees.

Nine teacher-coordinators have completed some graduate work beyond the master's degree. Two indicated completion of the requirements for the educational specialist degree.

Age and Salary. The median age of the cooperative office education teacher-coordinators was between 31 and 40 and the median salary was from $9,000 to $9,999. The age range with the largest number of coordinators (51) was the 31 to 40 bracket. However, the salary range bracket of $10,000 to $10,999 included the largest number of office education coordinators (37). Table 10 depicts the relationship between age and salary of 167 coordinators; one individual did not indicate a salary range.

Certification. Permanent general secondary teaching certification was held by 76.8 percent of the office education coordinators, and 63.1 percent have provisional vocational certification. A summary of the type of teaching certification held by the 168 office education coordinators is shown in Table 9.

TABLE 9

TEACHING CERTIFICATION HELD BY OFFICE EDUCATION COORDINATORS IN MICHIGAN HIGH SCHOOLS

Type of Certification Held	Number	Percentage
Secondary Teaching Certification		
Permanent general secondary teaching certification	129	76.8
Provisional certification	39	23.2
	168	100.0
Vocational Certification		
Provisional Certification	106	63.1
Permanent Certification	45	26.8
Special Certification	12	7.1
Provisional Distributive Education, Permanent Office Education Certification	1	.6
No Answer	4	2.4
	168	100.0

TABLE 10

NUMBER AND PERCENTAGE OF RESPONSES BY
AGE AND SALARY FOR OFFICE EDUCATION COORDINATORS
IN MICHIGAN HIGH SCHOOLS

Salary	Age							
	21-25	26-30	31-40	41-50	51-60	60+	Total Responses	% of Responses
$12,000 or Over		6	8	3	1		18	10.8
11,000 - 11,999		1	7	8	6	4	26	15.5
10,000 - 10,999		4	12	14	6	1	37	22.2
9,000 - 9,999		2	8	5	2	1	18	10.8
8,000 - 8,999	1	9	10	3	1		24	14.4
7,000 - 7,999	6	7	6	4	1		24	14.4
6,000 - 6,999	11	4		3			18	10.8
5,500 - 5,999	2						2	1.1
Total Responses	20	33	51	40	17	6	167*	
% of Responses	12.0	19.8	30.5	24.0	10.1	3.6		100.0

* The total number of coordinators replying to this questionnaire was 168. No salary was indicated on one questionnaire; therefore, it is not included in this tabulation.

Median Age Range = 31-40
Median Salary Range = 9,000-9,999

Membership in Professional Organizations. The cooperative office education teacher-coordinators were more often members of professional organizations representing general education than those professional organizations representing specialized areas in business education. The list in Table 12 shows that membership in the Michigan Education Association (110), the National Education Association (108) and the Michigan Business Education Association (98) was higher than membership in the National Business Education Association (51). Of the 168 office education coordinators, 77 held membership in various regional coordinators' groups, including 27 in the South Eastern Michigan Coordinators Association and 23 in the Macomb-Oakland Coordinators Association.

Classroom Teaching Experience. Fifteen office education coordinators (8.9 percent) had no previous classroom teaching experience while 63 coordinators (37.5 percent) had from 1 to 5 years of teaching experience (Table 11). The median number of years of classroom teaching experience before becoming teacher-coordinators was 6 to 10 years, with 147 coordinators (87.5 percent) having taught less than 15 years before becoming coordinators.

TABLE 11

NUMBER AND PERCENTAGE OF TEACHER-COORDINATORS
BY YEARS OF PREVIOUS CLASSROOM TEACHING EXPERIENCE

Years of Previous Classroom Teaching Experience	Number of Responses	Percentage of Total
0	15	8.9
1 - 5	63	37.5
6 - 10	40	23.8
11 - 15	29	17.3
16 - 20	9	5.3
21 - 25	4	2.4
26 - 30	4	2.4
31 - 35	3	1.8
Over 35	1	.6
Totals	168	100.0

TABLE 12

RANK ORDER OF OFFICE EDUCATION TEACHER-COORDINATORS
MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Name of Organization	Number of Responses
Michigan Education Association	110
National Education Association	108
Michigan Business Education Association	98
*Regional Coordinators' Groups	77
National Business Education Association	51
American Vocational Association	44
Delta Pi Epsilon	30
Michigan Vocational Coordinators Association	23
American Federation of Teachers	21
Local Education Associations	19
Business Teachers Club of Metropolital Detroit	11
Michigan and National Council of Local Administrators	3
Michigan Occupational Education Association	3
Michigan Association of Teachers of Vocational Agriculture	3
American Personnel and Guidance Association	3
Administrative Management Society	3
Michigan Association of Public School Adult Educators	3
Michigan Counselors Association	2
National Association of Public School Adult Educators	2
Michigan Association of Distributive Education Teachers	1
Association for Educational Data Systems	1
American Society of Women Accountants	1

* Regional Coordinators' Groups:

South Eastern Michigan Coordinators Association	27
Macomb-Oakland Coordinators Association	23
Genessee Area Vocational Education Association	9
Saginaw Valley Coordinators Association	4
Kent County Coordinators Association	3
West Michigan Coordinators Association	1
No specific group indicated	10

Experience as a Teacher-Coordinator. The median range of experience as a teacher-coordinator was from 1 to 5 years, and 147 office education coordinators (87.5 percent) had less than 10 years experience as a teacher-coordinator (Table 13).

TABLE 13

NUMBER AND PERCENTAGE OF TEACHER-COORDINATORS BY YEARS OF TEACHER-COORDINATOR EXPERIENCE

Years of Teacher-Coordinator Experience	Number of Responses	Percentage of Total
1 - 5	123	73.2
6 - 10	24	14.3
11 - 15	11	6.5
16 - 20	6	3.6
Over 20	4	2.4
Totals	168	100.0

Office Work Experience. The occupational areas in Table 14 are the same categories as listed on Form OE 4045 for reporting job titles for cooperative office education student-learners. More of the coordinators (108) had work experience in the category entitled "filing, office machines, and general office clerical" occupations than in the other areas; however, 83 of this number had less than the required 4,000 hours of experience.

Eighty-five coordinators had work experience in the category entitled "typing and related", with 63 coordinators having less than 4,000 hours of experience. Seventy-six coordinators had work experience in the category entitled "stenographic, secretarial, and related" occupations, with 51 having less than the required 4,000 hours.

The occupational category entitled "business data processing systems" had the least number of coordinators with work experience -- 15; fourteen of these had less than the required hours of actual work experience.

One teacher-coordinator was the owner-operator of a public stenographic business prior to work as a teacher-coordinator. Therefore, the total number of hours of office work experience for this individual could not be estimated for the tabulation in Table 14.

TABLE 14

NUMBER AND PERCENTAGE OF OFFICE COORDINATORS IN MICHIGAN HIGH SCHOOLS BY APPROXIMATE HOURS OF OFFICE WORK EXPERIENCE AND OCCUPATIONAL CATEGORY

Occupational Categories	Approximate Hours of Office Work Experience*						
	0-2,000	2,001 4,000	4,001 6,000	6,001 8,000	8,001 10,000	+	Total
Accounting and Computing	39	20	4	3	2	3	71
Business Data Processing Systems	9	5			1		15
Filing, Office Machines, General Office Clerical	58	24	12	7	4	3	108
Information Communication	19	6	4		2		31
Stenographic, Secretarial, Related	31	20	8	4	5	8	76
Supervisory and Administrative Management	32	11	4	8	5	5	65
Typing and Related	50	13	9	3	5	5	85
Miscellaneous Office Occupations	27	15	8	4	4	6	64
Other Office Occupations	8	4	3	3	1	2	21

* One month of full-time work = 160 hours. One year of full-time work = 2,000 hours.

The summary in Table 15 shows that the total number of office education teacher-coordinators with office work experience is 141; of this number, 100 coordinators (71.0 percent) had some office work experience within the past seven years and 137 (81.5 percent) had experience since 1950. One coordinator also had work experience in related trade and industrial occupations, and another has an interest in a retail establishment (work experience in distributive occupations). Fifty-nine percent of the total number of coordinators had office work experience since 1960.

TABLE 15

NUMBER AND PERCENTAGE OF OFFICE EDUCATION COORDINATORS BY YEAR OF LAST WORK EXPERIENCE

Years	Number of Coordinators	Percentage of Total
1965-1967	61	43.3
1960-1964	39	27.7
1955-1959	20	14.2
1950-1954	16	11.3
Prior to 1950	5	3.5
Totals	141	100.0

Other Duties. Of the 168 cooperative office education teacher-coordinators 94 or 55.9 percent were involved only with the cooperative office education program. Seventy-four teacher-coordinators were responsible for combination programs and/or other major school activities (Table 16).

Student-Learner in the Cooperative Office Education Program

Number of Student-Learners Enrolled in 1967-1968. A total of 5,020 student-learners were enrolled in 166 cooperative office education programs in Michigan high schools during 1967-1968. There were 4,696 girls and 324 boys. Twelve respondents did not complete this section of the questionnaire.

Prerequisites for Enrollment in the Cooperative Office Education Program. The majority of the office education teacher-coordinators (167) in the 178 programs included in this survey rated "personal interview by the coordinator" as

TABLE 16

NUMBER AND PERCENTAGE OF RESPONSES BY RESPONSIBILITIES FOR COOPERATIVE PROGRAMS AND OTHER DUTIES

Response	Number of Responses	Percentage of Responses
Office Education Only	94	55.9
Combination of Responsibilities:		
Office Education and Distributive Education	25	14.9
Office Education, Distributive Education and Trade and Industrial Education	25	14.9
Office Education and Trade and Industrial Education	8	4.7
Diversified Programs	3	1.8
Direct Vocational Education Program	2	1.2
Coordination of In-School Programs	1	.6
Agriculture Education and Trade and Industrial Education	1	.6
Placement Services	1	.6
Supervision of School Bookstore and Internal Accounting	1	.6
Distributive Education, Trade and Industrial Education and Health Education	1	.6
Distributive Education and Director of Vocational Education	1	.6
No Answer	5	3.0
Total:	168	100.0

the most important prerequisite for the selection of students for the program (Table 17). "Parents' approval" was rated as an essential prerequisite by 165 teacher-coordinators. Table 17 shows the rank order of the prerequisites considered essential by the teacher-coordinator for enrollment in the program.

Enrollment of Cooperative Office Education Student-Learners in Other Business Courses. The student learners were allowed to enroll in business courses in addition to the related class and the on-the-job experience in 161 of the programs and were not allowed to do so in 16 programs (Table 18). One response was incomplete. The business courses listed by 161 respondents as the most likely ones in which the student-learner would also enroll are given in Table 18. Twenty teacher-coordinators indicated that the student-learners could enroll in any business course and that the only restriction was the prerequisite required for that course.

TABLE 17

RANK ORDER OF PREREQUISITES FOR ENROLLMENT OR SELECTION OF STUDENT-LEARNERS

Prerequisite		Number of Responses
Personal interview by coordinator		167
Parents' approval		165
Interest of students		156
Attendance		154
Recommendation of past teachers		145
Cumulative file of confidential records		116
Recommendation of counselor		104
Overall grade point average:		
C or better grade point average	59	
Passing grade point average	1	
Other	4	64
Grade point average in particular subjects:		
Business education	40	
English	9	
C or above in business education	3	
Mathematics	3	
Interest area of employment	3	
Pass all subjects previous semester	1	59
No restriction on employment		18
Previous employers' recommendations		11
Neat appearance		7
Good attitude toward work		6
Citizenship		3
Transportation to job		3
Student must be in at least Grade 11		3

TABLE 18

BUSINESS EDUCATION COURSES IN WHICH COOPERATIVE OFFICE STUDENTS MAY ALSO ENROLL

Course Title	Number of Responses	Percentage of Programs
Shorthand I and/or II	87	54.0
Typing II	58	36.0
Accounting and Bookkeeping	56	34.8
Office Machines	33	20.5
Business Law	28	17.4
Office or Secretarial Practice	25	15.5
Business English	15	9.3
Transcription	14	8.7
General Clerical Practice	7	4.3
Business Mathematics	2	1.2
Business Management	2	1.2
Retailing	1	.6
Business Behavior	1	.6
Unit Record	1	.6

Coordination Time Allotted for the Cooperative Office Education Teacher-Coordinator

The amount of coordination time allotted to the teacher-coordinator is shown in Table 19. Forty-one teacher-coordinators were allotted 10 hours a week, and 38 coordinators were allotted 15 hours a week. Only five coordinators were considered full-time with no other classroom duties. The recommended allotment of coordination time should depend on the number of student-learners, the distance between work stations, and the caliber of student-learner. No attempt was made to ascertain this information on the questionnaire.

TABLE 19

NUMBER OF HOURS OF COORDINATION TIME A WEEK ALLOTTED TO COOPERATIVE OFFICE TEACHER-COORDINATORS IN MICHIGAN HIGH SCHOOLS

Coordination Time (Number of Hours a Week)	Number of Responses*
41+	5
36-40	4
31-35	0
26-30	8
21-25	3
16-20	21
11-15	44
6-10	42
1-5	34
0	1
No Answer	6
Total	168

* Mode = 44 coordinators, 11-15 hours per week.

Related Instruction for the Cooperative Office Education Program

Teacher for the Related Instruction. One hundred eighteen or 70.2 percent of the coordinators were also teaching the related instruction class; 47 or 28 percent were not; 3 respondents did not answer the question (Table 20).

TABLE 20

NUMBER AND PERCENTAGE OF RESPONDENTS TEACHING RELATED INSTRUCTION CLASS IN ADDITION TO COORDINATION

Do you teach the related instruction class and serve as coordinator?	Number of Responses	Percentage of Total
Yes	118	70.2
No	47	28.2
No Answer	3	1.8

Additional Classes Assigned to Teacher-Coordinator. Table 21 indicates the number of additional classes assigned to the teacher-coordinator. Forty-three or 25.6 percent of the teacher-coordinators were not assigned additional classes; 26 or 15.5 percent were assigned to one additional class; 56 or 33.3 percent, two additional classes; 22 or 13.1 percent, three additional classes; 7 or 4.2 percent, four additional classes, and one coordinator, five additional classes.

TABLE 21

NUMBER AND PERCENTAGE OF COOPERATIVE OFFICE EDUCATION TEACHER-COORDINATORS BY NUMBER OF ADDITIONAL CLASSES TAUGHT

Class Taught	Number of Coordinators	Percentage of Total
Additional Class(es):		
0	43	25.6
1	26	15.5
2	56	33.3
3	22	13.1
4	7	4.2
5	1	.6
No Answer	13	7.7
Totals	168	100.0

Equipment and Facilities for the Related Instruction. A special classroom was reserved for the related instruction class in 38 programs. Facilities shared by the cooperative office education related instruction class and other personnel in other schools included: business classrooms (89), classrooms in other departments (6), any available room (3), and the adult education office (1).

The equipment available in the classroom used by the related class is itemized in Table 22 by the names of machines, the total number of machines, and the number of office cooperative programs utilizing this equipment.

The following equipment was not located in the related classroom, but the related class has access to the equipment: liquid duplicator (1), keypunch (1), keypunch-simulator typewriter (1), mimeograph (2), and tape laboratory (1).

Nine coordinators indicated that there were no typewriters or office machines in the classroom. In one program a typing room was available for class use, and one reply indicated that a typewriter was available for each student. There were incomplete answers or no answers at all from 48 coordinators on this particular section of the questionnaire.

Advisory Committee for the Cooperative Office Education Program

Although the Michigan State Plan states that an Advisory Committee should be utilized by the vocational education programs, only 72 of the 178 programs surveyed utilized the Advisory Committee. The frequency of Advisory Committee meetings is shown in Table 23, with 43 percent of the 72 programs having committee meetings only when necessary rather than on a regularly scheduled basis.

Employer-Employee Activities Sponsored by the Cooperative Office Education Programs

An employer-employee banquet was held annually in 138 of the 178 programs in this survey. One program had two banquets a year. Other activities, such as having an employer-employee breakfast, a banquet and a breakfast, and an annual meeting, were each mentioned once.

Youth Organization for the Cooperative Office Education Program

The student-learners in 75 of the 178 cooperative office education programs belonged to a variety of youth organizations. Forty-one clubs limited membership to cooperative office education student-learners only. Thirty-four clubs included student-learners from cooperative and/or vocational programs in other occupational areas, such as distributive education, trade and industrial education, agriculture, etc.

TABLE 22

EQUIPMENT AVAILABLE IN CLASSROOMS FOR USE BY RELATED COOPERATIVE CLASSES IN MICHIGAN HIGH SCHOOLS

Type of Equipment	Number of Machines	Number of Programs
Adding machine, 10-key	506	105
Adding machine, full-keyboard	270	97
Bookkeeping machine	50	31
Calculator, key-driven	228	70
Calculator, printing	33	14
Calculator, rotary	321	92
Cash register	1	1
Check protector	2	2
Comptometer, electric	63	31
Comptometer, manual	97	43
Controlled reader (EDL)	3	3
Data processing equipment:		
Collator	1	1
Keypunch	23	17
Keypunch (simulator typewriter)	154	31
Sorter	3	3
Verifier	1	1
Dictation machine	277	88
Duplicator, liquid	100	94
Flexowriter	1	1
Folding machine	1	1
Illuminated drawing board	87	68
Laboratory, multiple listening	1	1
Laboratory, tape	33	31
Mimeograph	91	84
Multilith	13	13
Offset duplicator	9	9
Paper cutter	1	1
Photocopy machine	4	4
Projector, film	1	1
Projector, opaque	1	1
Projector, overhead	3	3
Record player	5	5
Tape recorder	3	3
Television facilities (set)	10	9
Television studio	3	3
Transcription machine	221	63
Typewriter, electric	1780	109
Typewriter, executive	6	4
Typewriter, manual	2893	102

TABLE 23

FREQUENCY OF ADVISORY COMMITTEE MEETINGS FOR COOPERATIVE OFFICE EDUCATION PROGRAMS

Frequency of Meetings Per Year	Number of Responses	Percentage
Weekly	1	1.4
Monthly	11	15.3
Bi-Monthly	3	4.2
Four meetings per year	5	6.9
Three meetings per year	3	4.2
Two meetings per year	8	11.1
One meeting per year	2	2.8
Only when necessary	31	43.0
Unfamiliar with meeting schedule	2	2.8
Individual contact between coordinator and each advisory committee member	1	1.4
No indication	5	6.9
Totals	72	100.0

Twenty-nine of the cooperative office education clubs were affiliated with Cooperative Education Clubs of Michigan (CECM -- which has been reorganized and is now the Office Education Club), 17 were affiliated directly with the Office Education Club, 7 with Junior Office Training Society (JOTS), 4 with Future Business Leaders of America (FBLA), and 1 with Senior Cooperative Office Training Society (SCOTS).

Special Problems of the Beginning Teacher-Coordinator in the Cooperative Office Education Program

The beginning teacher-coordinator faces many problems, especially during the first year of experience. The respondents were asked to list problems that they thought beginning teacher-coordinators might have; the responses were grouped and listed in rank order. The responses may indicate areas in which the teacher-educator at the university level should provide additional instruction for the benefit of the beginners. Table 24 gives the responses given at least ten times in six different categories of duties or responsibilities for the teacher-coordinator.

TABLE 24

RANK ORDER OF POSSIBLE PROBLEM AREAS BY CATEGORIES FOR BEGINNING COOPERATIVE OFFICE EDUCATION TEACHER-COORDINATORS RECEIVING AT LEAST TEN RESPONSES

Responses by Categories	Number of Responses
Coordination of Students on the Job	
Maintaining favorable teacher-coordinator relationship with employers	28
Maintaining working relationship between coordinator and student	22
Establishment of training station visitation schedule	18
Matching student and training station	14
Development of cooperative working relationships between coordinators, students, and employers	13
Adequate time for program coordination	12
Establishment of adequate training plan for each student in the on-the-job experience	11
Placement of Students	
Matching student and training station	39
Selection of training stations that offer the training needed by the students	25
Public relations in meeting, understanding, and cooperating with employers	18
Screening and selection of qualified students	12
Teaching the Related Class	
Adequate instructional materials to provide proper instruction	23
Individualization of instruction to meet student needs, abilities, and diverse working situations	20
Correlation of related instruction activity to on-the-job experience	17

TABLE 24 (Continued)

RANK ORDER OF POSSIBLE PROBLEM AREAS BY CATEGORIES FOR BEGINNING COOPERATIVE OFFICE EDUCATION TEACHER-COORDINATORS RECEIVING AT LEAST TEN RESPONSES

Responses by Categories	Number of Responses
Dealing with the Business Education Faculty	
Need for cooperation through a "team effort" in preparation of students for work	28
Informing the faculty of duties and responsibilities of coordinator	13
Informing the faculty of philosophy, purposes, and value of program	12
Dealing with Faculty Members of Other Areas	
Communication -- familiarizing faculty with the philosophy, objectives, and values of the program	39
Need for mutual cooperative (faculty-coordinator) in best interests of program	26
Informing the faculty of coordinator's duties and use of released time	16
Need for continuous communication between coordinator and faculty (progress of program)	10
Dealing with the School Administration	
Communication -- informing administration of progress of program	26
Public relations -- selling administration on the importance and value of the program	15
Scheduling procedures to complement cooperative program	11
Adequate released time to perform coordination duties	10

III. SUMMARY AND RECOMMENDATIONS

During the 1967-1968 school year a questionnaire was sent to each of the vocationally-reimbursed cooperative office education programs in Michigan to obtain information about selected factors involved in developing quality programs. Seventy-one percent (175 of 246) of the questionnaires were returned.

Summary and Conclusions

Cooperative Office Education Program. The programs occur in cities with a population of 10,000-50,000 more often than in the other population ranges, with over 90 percent of the programs in Class A and B schools. Fifty-six percent of the 178 programs were exclusively for office occupations. Also, the cooperative program method was employed in Distributive Education in 89 percent of the same 178 schools and in Trade and Industrial Education in 77 percent of the schools. Forty-four percent of the business departments in which the cooperative office education programs exist had from one to five business teachers, with 92 percent of the 178 schools having less than 15 teachers in the business department.

Teacher-Coordinator. Seventy-six percent of the teacher-coordinators received baccalaureate degrees from Michigan colleges and universities. Fifty-four percent have also earned master's degrees, the majority of which have been earned in the past eight years from Michigan institutions. The "typical" teacher-coordinator was between 31 and 40 years old and was earning from $9,000-$9,999 (although 48 percent of the teacher-coordinators earn more than $10,000) a year. Also, he belonged to a number of professional organizations which usually included the Michigan Education Association, National Education Association, and Michigan Business Education Association. Typically, he had only one to five years of teaching experience *before* becoming a teacher-coordinator and has had only one to five years of experience *as a teacher-coordinator*. Also, he usually had work experience in the area of filing, office machines, and general office clerical occupations and normally he has not had any work experience in the data processing occupations. Fifty-nine percent of the teacher-coordinators held office jobs since 1960.

The majority of the teacher-coordinators were allotted from 6-20 hours a week for coordination duties, with nine coordinators having 36 or more hours allotted in a week. In 70 percent of the programs the coordinator also taught

the related instruction class. At least 33 percent of the coordinators taught two other classes in addition to their duties as the teacher-coordinator, with a total of 63 percent teaching one to three other classes.

Student-Learner Enrollment. Over 5,000 students were enrolled in 166 programs in 1967-1968, with approximately 30 percent of the Michigan programs *not* included in this survey. Few of the programs listed grade point average as a prerequisite for enrollment. More concern was given to a personal interview with the coordinator, parents' approval, interest of the student, attendance records, and recommendations of teacher and counselors as well as the cumulative file records for enrollment in the program.

Advisory Committee. Evidently, the cooperative office education programs in Michigan are *not* utilizing the advisory committee concept to any degree. Only 72 of the 178 programs have advisory committees and of these, 43 percent have no scheduled meetings but call meetings "only when necessary."

Youth Organizations. The respondents listed a variety of youth clubs to which their programs were affiliated. A well-organized organizational structure should be developed if club activities are to be used effectively. This need may be met through the recent change from one state-sponsored club for *all* cooperative students (CECM) to state-sponsored clubs by *program* area, such as the Office Education Association of Michigan.

Possible Problem Areas for Beginning Teacher-Coordinators. Possible problems were listed in six areas: (1) coordination of students on the job, (2) placement of student-learners, (3) instruction in the related class, (4) relations with the business faculty, (5) relations with the faculty in other areas, and (6) relations with the school administration. Most beginning teacher-coordinators can be expected to encounter problems with maintaining good communications and relations with the faculty, administration, students, and job supervisors.

Recommendations

The Vocational Education Amendments of 1968 include one section on cooperative programs and another section on work-study programs. In order to clarify the purposes of each program and to increase the excellence of each, vocational educators should be concerned with development of criteria for these two programs. The criteria should include definition of objectives, methods of organization and administration, and methods of evaluation. Clearcut distinctions should be made between these two experiential programs so that each program accomplishes its stated purpose.

The criteria for the cooperative office education program should include specific guidelines about the following areas:

(1) the related instruction portion of the cooperative program in terms of instructional objectives, recommended instructional materials and methods to maintain close correlation of job experiences and in-school learning experiences, and suggested facilities,

(2) the coordination portion of the cooperative program in terms of numerical ratio of student-learners to teacher-coordinator in order to provide adequate coordination time to accomplish program objectives,

(3) the qualifications of the teacher-coordinator to insure mastery of subject matter, ability to deal effectively with students and adults in various positions, and professional interest in the advancement of students and program,

(4) the relationship of the cooperative method to the entire business program.

Teacher-educators who prepare teacher-coordinators for the cooperative office education programs should provide realistic experiences as well as the theoretical bases. For example, contact with enthusiastic, experienced teacher-coordinators should be encouraged. Specific methods and materials applicable to the office education area should be made available to the beginning teacher-coordinator.

The prospective and the beginning cooperative office education teacher-coordinator should be encouraged to attend regional meetings of coordinators. The beginning teacher-coordinator should be given supervision and assistance during his first year of experience through visitations by the State Department of Education consultant or by a teacher-educator.

The excellence of the program depends on the *quality and the quantity* of each of the thirteen elements involved in a cooperative office education program. A great deal of consideration should be given to development of criteria and evaluation of programs according to the criteria if Michigan is to build increasingly effective programs.